

Special Education Director Call

May 15, 2018



Special Education Director Meeting

5.15.18





Core Belief:
All people and their
families have the
right to live, love,
work, play
and pursue their life
aspirations in their
community.



NATIONAL



Person Within Context of Family and Community



Lifelong Impact of Family on Individual

Biologically: Likes, dislikes, skills, abilities

Socially: Family and friend network, connection with community members

Environmentally: Neighborhood, socio-economic, education

Policy: Dreams, Aspirations, House rules, cultural rules, expectations



Vision for a Good Life



*The future is not something we enter.
The future is something that we create.
And creating that future requires us to
make choices and decisions that begin
with a dream.*

◦ -Leonard L. Sweet



CHARTING the life course



Life Trajectory Worksheet: Individual

Everyone wants a good life. The bubbles on the right will help you think about what a good life means for you or your family member, and identifying what you know you don't want. You can use the space around the arrows to think about current or needed life experiences that help

VISION for a GOOD LIFE

What I DON'T Want

A Tool for Planning or Problem Solving



MAY 2014



NATIONAL COMMUNITY OF PRACTICE FOR SUPPORTING FAMILIES OF INDIVIDUALS WITH I/DD | SUPPORTSTOFAMILIES.ORG



COMMUNITY OF PRACTICE FOR SUPPORTING FAMILIES OF INDIVIDUALS WITH I/DD | SUPPORTSTOFAMILIES.ORG

Life Experiences & Life Transitions

“Anticipatory Guidance for Life Experiences”

Chores and allowance

Learning to say “no”

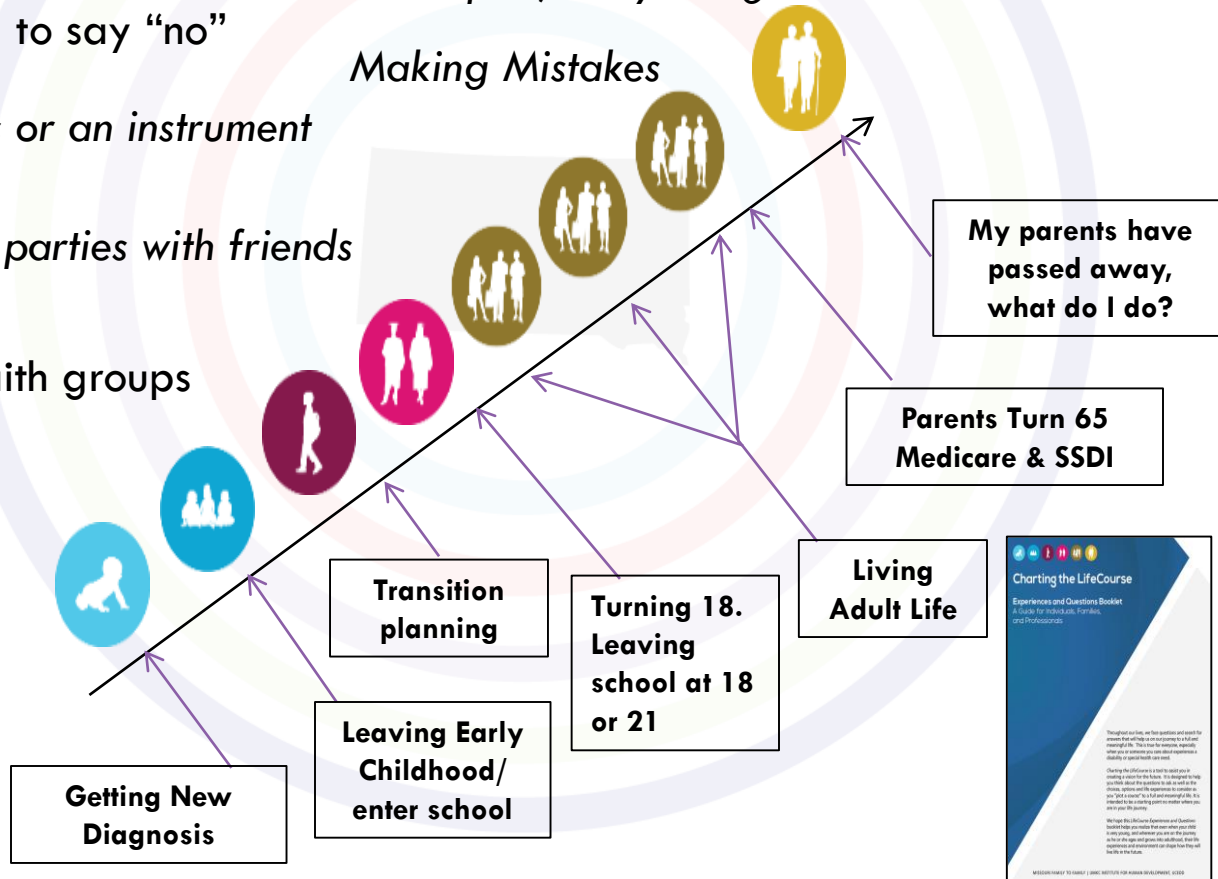
Playing sports or an instrument

Birthday parties with friends

Scouts, 4H, faith groups

Summer jobs, babysitting

Making Mistakes



My parents have passed away, what do I do?

Parents Turn 65
Medicare & SSDI

Living
Adult Life

Turning 18.
Leaving
school at 18
or 21

Transition
planning

Leaving Early
Childhood/
enter school

Getting New
Diagnosis



Vince's Trajectory For A Good School Year

Kindergarten

Insert Photo

What experiences will help Vince have a good school year?

- Sensory diet throughout the day
- Explaining things to Vince using few simple words
- Opportunities to "help" solve problems
- Social coaching to help him navigate playground interactions or other social situations.

A good school year for Vince

- To continue to love learning and never stop inventing.
- For Vince to be and feel safe at school
- To be encouraged to be himself
- Others get to know and understand Vince
- To be able to communicate his needs even when he feels overwhelmed
- To work together with school personnel to support Vince to have good days at school that carries over to his life outside of school.

A good life for Vince

- To be Vince
- Accepted for who he is
- Relationships – family/friends
- Feel loved
- A career he loves
- Live on his own

What we don't want for Vince

At school...

- Vince's actions or behavior misinterpreted
- Vince or others get hurt
- Vince told how to feel
- Seen as a behavior problem or bully
- Feel anxious and/or unsafe at school and playground
- Us to be on edge that we are going to get a call from school

In his future...

- For Vince to lose his enthusiasm for learning
- Fearful
- Afraid to try
- His gifts not recognized

- Not communicating with Vince in a way he understands
- Everyone not on the same page & inconsistent
- Sensory needs not met

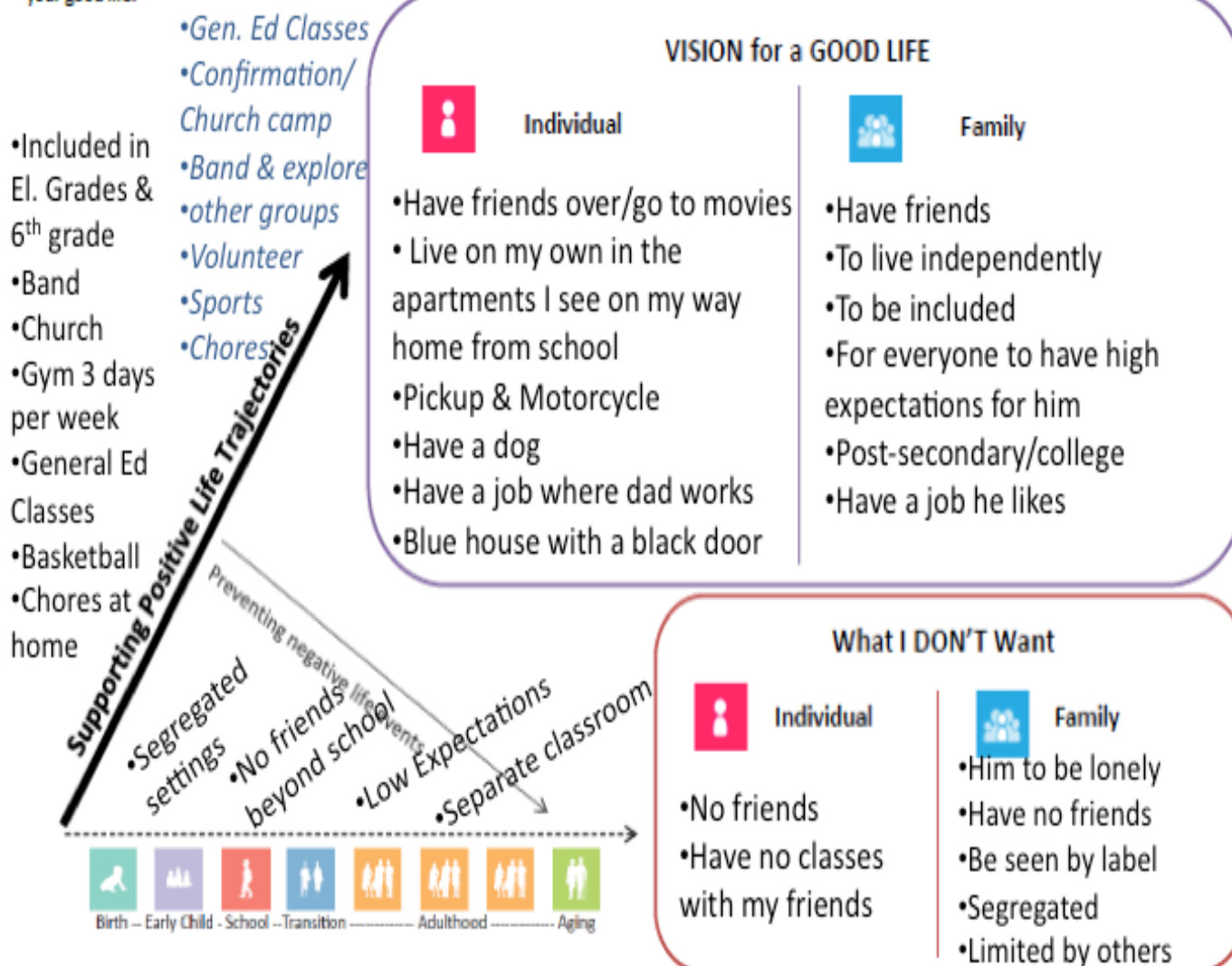
What will contribute to what we don't want?

Mick's CHARTING the life course



Life Trajectory Worksheet

Everyone wants a good life. The bubbles on the right will help you think about what a good life means for you or your family member, and identifying what you know you don't want. You can use the space around the arrows to think about current or needed life experiences that help point you in the direction of your good life.





Contributions:

Skills, Experience, Attributes, Talents

- Friendly & polite
- Wants to work
- Good with technology
- Contact VR
- Explore work opportunities
- Situationals

- People not listening
- Assumptions
- Low Expectations

What I DON'T Want

Full time Work
Work in isolation
A job that includes cleaning

Long term employment desires and goals:

- Part-time work
- Work 5 days per week
- Job that has a uniform
- Work at a job without ongoing support

Conditions:

- Not a fast past environment
- Not a job that involves being around kids

Preferences:

- Likes to be around people
- Within 5 miles of my home

Support Needs:

- Demonstrate work tasks with verbal instruction
- Give no more than 2 step instructions

(May include: Schedule, Salary, Benefits, Appearance, Learning Style, Supervisor Interaction, Environment, etc.)

Using Trajectory in Schools

All students have a trajectory-not just students with disabilities!

- ⦿ Planning to transition into a new grade level or classroom
- ⦿ Transitions from elementary to middle school to high school
- ⦿ Student-led IEP meetings
- ⦿ “All About Me” posters for ALL students
- ⦿ Diffusing difficult situations & disagreements between school and parents
 - ★ Keeps the focus on the student’s Good Life



Using Trajectory in Schools

Charting the LifeCourse



School Age

Charting the LifeCourse



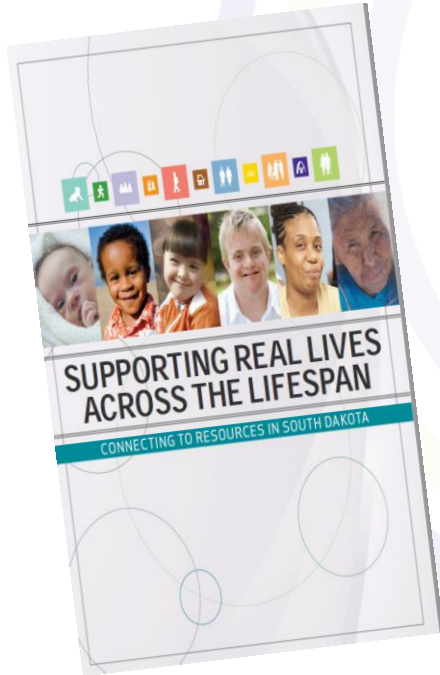
Transition to Adulthood

© <http://www.lifecoursetools.com/learning-materials/>



Thank You!

SD LifeCourse materials
available!




- © Julie Hand, DDD Assistant Director
★ Julie.Hand@state.sd.us
- © www.lifecoursetools.com
- © <http://dhs.sd.gov/developmental-disabilities/lifespan.aspx>



IDEA Flowthrough Application

Grants Management
605-773-3248

IDEA Flowthrough Application

 **south dakota**
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

South Dakota Department of Education
Welcome to the Grants Management System

ANNOUNCEMENTS No notifications found.	LOGON Username/Email <input type="text"/> Password <input type="password"/> Forgot Password <input type="button" value="LOGON"/> Public Access	
INFORMATION No notifications found.	TRAINING No notifications found.	UPCOMING April 2017 <hr/> No events found.
NOTICE OF FUNDING AVAILABILITY No notifications found.		

Logging into the GMS

- To log into the GMS you will go to, <https://sddoe.mtwgms.org/SDDOEGMSWeb/login.aspx>
- The first time you log into the system you will use your email address and temporary password.
- Superintendent or Business Official can grant access if you do not have it. If you need further assistance you may call the grants management office.

Grants Management System

Now we are going to go through the application.

[FY2019 GMS Application](#)

IDEA Flowthrough Application

Some important things to remember:

- Comprehensive Plan has to be done within the last year.
- You have to meet Maintenance of Effort before the application is approved. If you have an accounting code to differentiate you can use the local only options to meet MOE.
- Districts in a cooperative also fill out the form but it is a paper version that the cooperative attaches.
- Assurances are also in the application. You must complete all assurance (Common, IDEA and GEPA Statement) before you can submit the application.

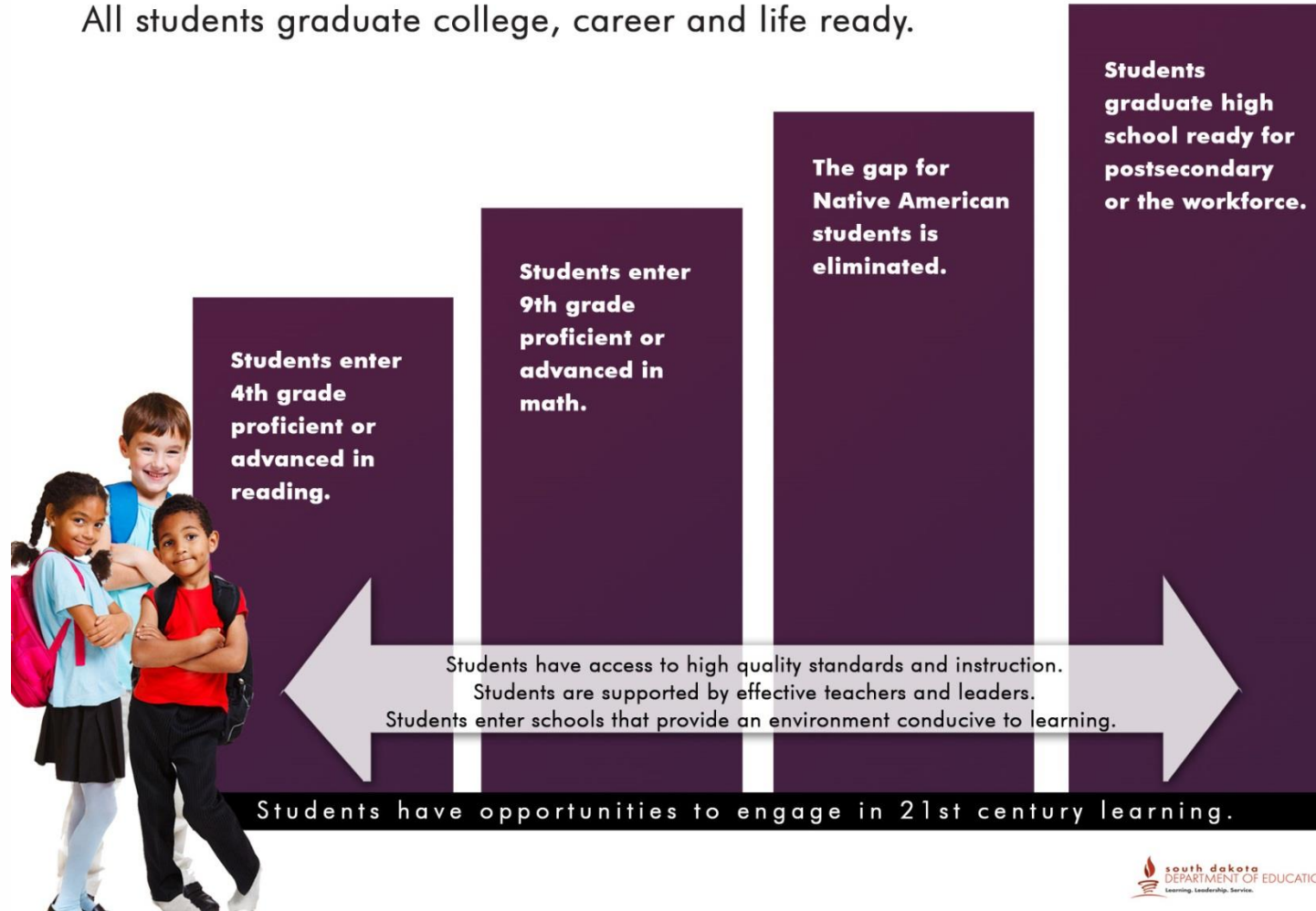
All Students Graduate College, Career and Life Ready

-DOE Aspiration

Students Graduate high school ready for post-secondary education or the workforce.

College, Career and Life Ready

All students graduate college, career and life ready.



Proficiency in Reading
by 4th Grade

Proficiency in Math
by 9th Grade

Print Copies of the State Assessments

- If you know you will have students needing print copies of the SBAC or SDSA next year
 - Braille
 - Large Print
 - Print copy
- Contact Beth.Schiltz@state.sd.us by the end of this school year

All Data Due June 8

- Exiter (Ind 1 and 14)
- Accountability data (Ind 3)

All data points are in the April SIMS newsletter

– <http://doe.sd.gov/ofm/documents/0418-SIMn.pdf>

Check Final Data:

- SD-STARS Exiter Report (ESEA grad, Ind 3 and Ind 14)

Science Standards Setting

The South Dakota Department of Education, Office of Assessment, has an opportunity for educators to help with standard setting for the South Dakota Science Assessment (SDSA) and South Dakota Science Assessment-Alternate (SDSA-Alt). During this 2-day activity, educators will work with representatives from the vendor to review testing data from the spring 2018 assessments for the determination and validation of cut scores and performance level descriptors.

- July 23-24 in Pierre
- Special Education Teachers needed
- **Application Deadline: May 21, 2018**

<https://www.surveymonkey.com/r/C6LLSY6>

Effective Teachers and Leaders

Students are supported by effective teachers and leaders.

2018 South Dakota Educator's Institute

July 16-20, 2018

- University Center 4801 N. Career Ave. Sioux Falls, SD 57107
 - Choose from multiple sessions that cover various topics such as
Transition Behavior Autism Spectrum Disorder
 - **Registration Options:**
2 Days - \$50 4 Days - \$100 5 Days (Full Conference) - \$125
 - **Graduate credit from USD will be available pending approval**
- Attend: 2 Days = 1 credit 4 Days = 2 credits 5 Days (Full Conference) = 3 credits

- **Eventbrite Registration Link:**
<https://2018educatorsinstitute.eventbrite.com>
- **To view and download the agenda:**
<https://tinyurl.com/2018-ED-INST-AGENDA>



Significant Disproportionality

- New webpage includes:
 - New state methodology for determining significant disproportionality
 - Question and Answers
 - Fiscal impact
 - Resources
 - Success Gaps Toolkit
- <http://doe.sd.gov/sped/Disproportionality.aspx>

Black Hills State – Online Masters in Special Education Degree

- BSHU received approval from Board of Regents to offer a Masters of Arts in Teaching degree for Special Education
 - Beginning Fall 2018
 - 2 year course including a semester of student teaching
 - Up to 12 students annually
 - Contact [Black Hills State University](#) for more info

MTSS Education Summer Conference

- Open to all districts
- June 20, Visible Learning: Kristin R Anderson (John Hattie associate)
- June 21, Positive Behavior Interventions and Supports: Heather Robbins

Registration is limited to the first 350 due to the amount of Visible Learning Materials

<http://doe.sd.gov/sped/mtss.aspx>

Contact Becky Cain at rebecca.cain@state.sd.us

School Climate

Students enter schools that are provide
an environment conducive to learning.

Suspension and Expulsion data collection for indicator 4

May 2018

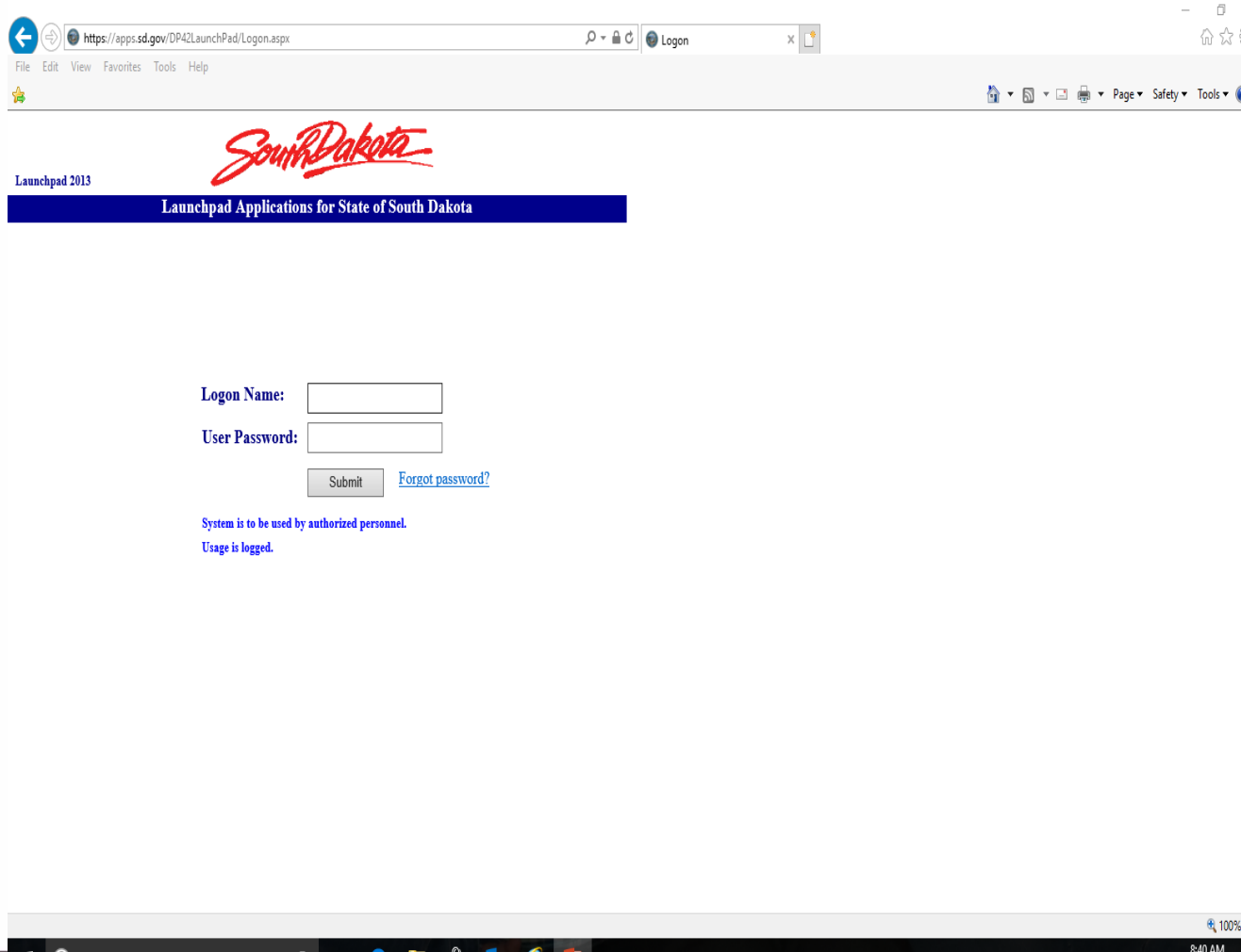
Login Information

- Go to:

<https://apps.sd.gov/DP42LaunchPad/Logon.aspx>

- Username are the same as last year and the same you use for other Launchpad applications
- You may need to reset your Launchpad password- click forgot password-I do not have access to them
- If you need your username I can get it to you

Launchpad Login



https://apps.sd.gov/DP42LaunchPad/Logon.aspx

File Edit View Favorites Tools Help

Launchpad 2013

Launchpad Applications for State of South Dakota

Logon Name:

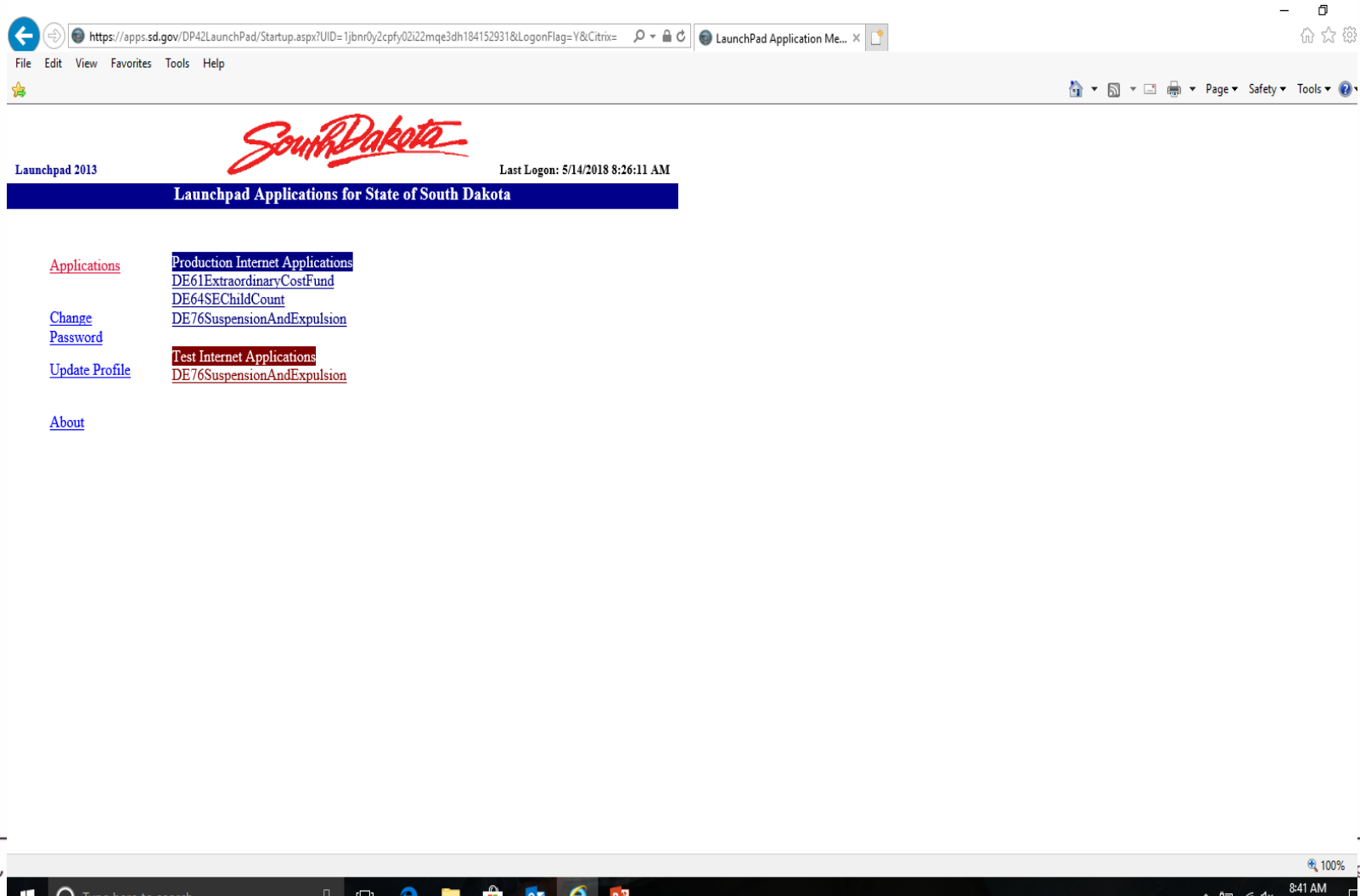
User Password:

[Forgot password?](#)

System is to be used by authorized personnel.
Usage is logged.

8:40 AM

Select Suspension and Expulsion



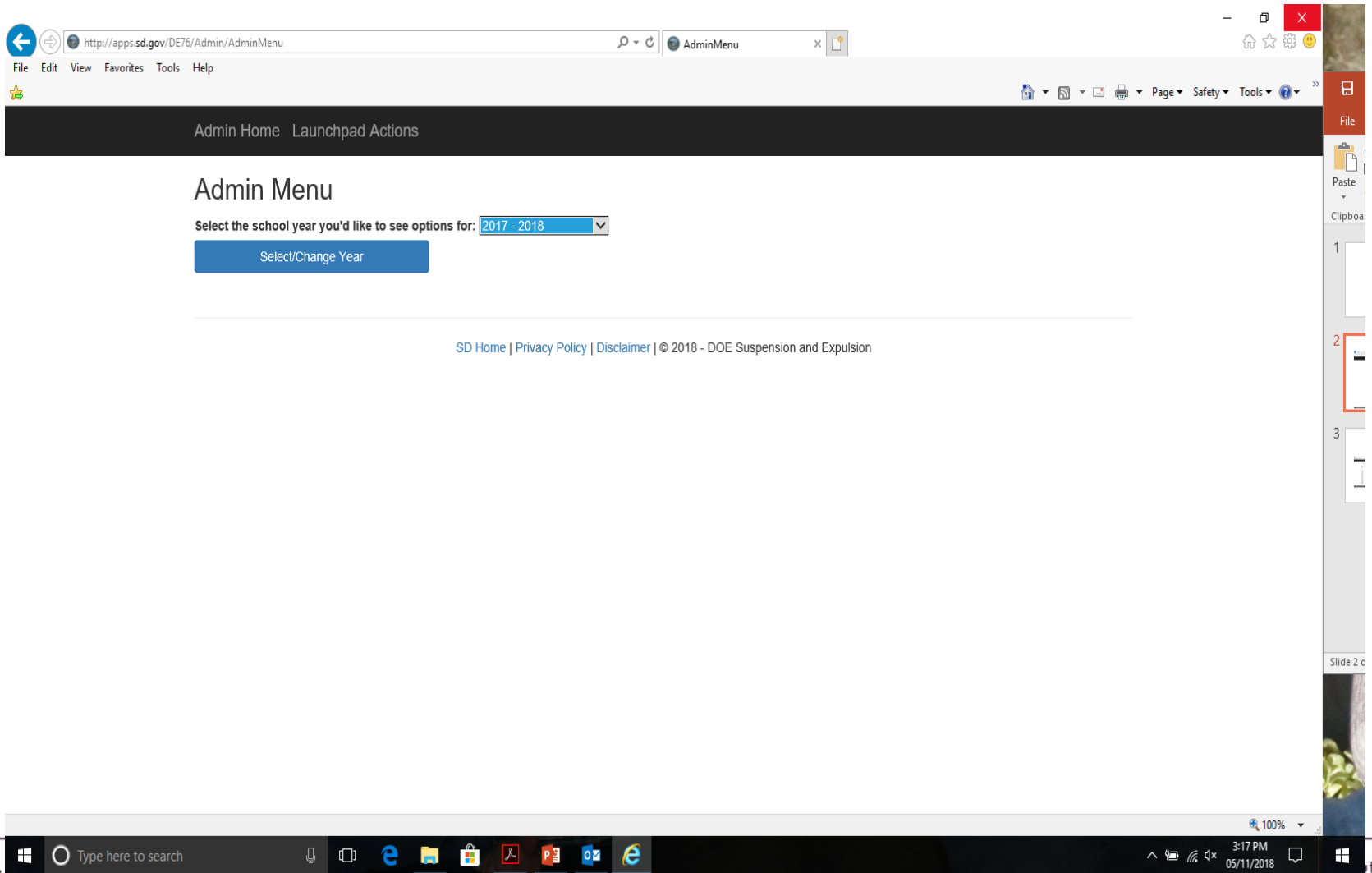
The screenshot shows a web browser window with the URL <https://apps.sd.gov/DP42LaunchPad/Startup.aspx?UID=1jbnr0y2cpfy02i2mqe3dh184152931&LogonFlag=Y&Citrix=>. The browser's address bar shows the URL, and the title bar indicates the application is "Launchpad Application Me...".

The web application interface features the South Dakota Department of Education logo at the top left. Below the logo, the text "Launchpad 2013" is displayed on the left, and "Last Logon: 5/14/2018 8:26:11 AM" is displayed on the right. A dark blue banner across the top of the application area reads "Launchpad Applications for State of South Dakota".

Below the banner, there are two columns of links. The left column contains links for "Applications", "Change Password", "Update Profile", and "About". The right column contains links for "Production Internet Applications", "DE61ExtraordinaryCostFund", "DE64SEChildCount", "DE76SuspensionAndExpulsion", "Test Internet Applications", and "DE76SuspensionAndExpulsion".

The bottom of the screenshot shows a Windows taskbar with the Start button, a search bar, and several application icons. The system clock in the bottom right corner indicates the time is 8:41 AM on 5/14/2018.

Select 2017-2018 School Year



The screenshot shows a web browser window displaying the "Admin Menu" page. The browser's address bar shows the URL `http://apps.sd.gov/DE76/Admin/AdminMenu`. The page has a dark header with "Admin Home" and "Launchpad Actions" links. Below the header, the "Admin Menu" title is followed by a prompt: "Select the school year you'd like to see options for:". A dropdown menu is open, showing "2017 - 2018" as the selected option. A blue button labeled "Select/Change Year" is positioned below the dropdown. At the bottom of the page, a footer contains links for "SD Home", "Privacy Policy", and "Disclaimer", along with a copyright notice: "© 2018 - DOE Suspension and Expulsion". The Windows taskbar at the bottom shows the time as 3:17 PM on 05/11/2018. A vertical sidebar on the right side of the browser window contains a "File" menu, a "Paste" button, and a "Clipboard" section with a list of items numbered 1, 2, and 3. Item 2 is highlighted with a red box.

Admin Home Launchpad Actions

Admin Menu

Select the school year you'd like to see options for: 2017 - 2018

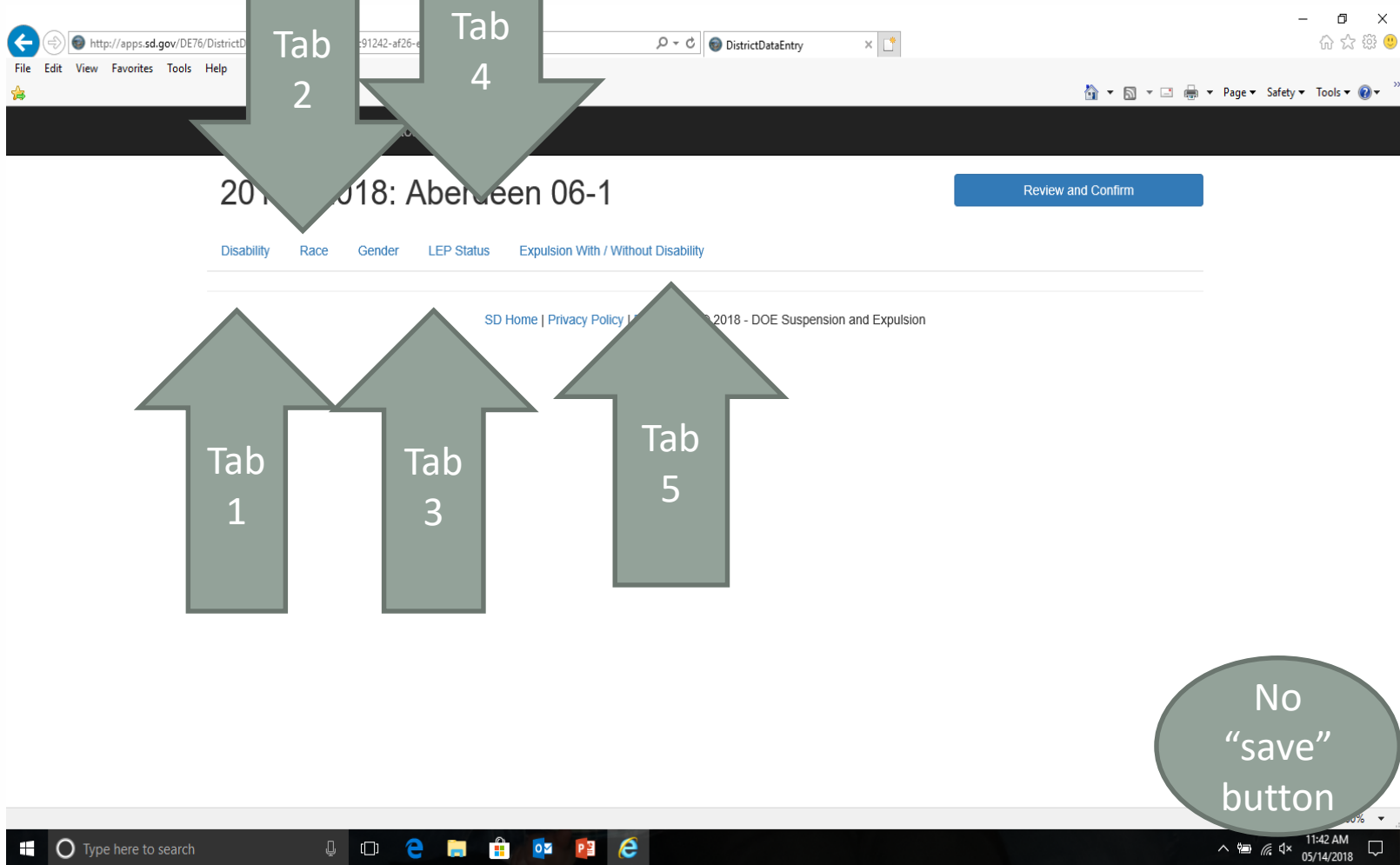
Select/Change Year

[SD Home](#) | [Privacy Policy](#) | [Disclaimer](#) | © 2018 - DOE Suspension and Expulsion

File
Paste
Clipboard
1
2
3
Slide 2 o

College, Type here to search 3:17 PM 05/11/2018 tcomes

When You Finish One Tab, Click on the Next Tab



The screenshot shows a web browser window with the URL <http://apps.sd.gov/DE76/DistrictDataEntry>. The browser's address bar shows the URL and the page title "DistrictDataEntry". The browser's menu bar includes File, Edit, View, Favorites, Tools, and Help. The browser's status bar shows Page, Safety, and Tools. The web application displays a form for "2017-2018: Aberdeen 06-1". The form has a "Review and Confirm" button. Below the form, there are links for "Disability", "Race", "Gender", "LEP Status", and "Expulsion With / Without Disability". The page also includes links for "SD Home", "Privacy Policy", and "2018 - DOE Suspension and Expulsion".

Tab 1

Tab 2

Tab 3

Tab 4

Tab 5

Review and Confirm

Disability Race Gender LEP Status Expulsion With / Without Disability

SD Home | Privacy Policy | 2018 - DOE Suspension and Expulsion

No "save" button

Information Boxes

[Admin Home](#)
[Launchpad Actions](#)

2017 - 2018: Aberdeen 06-1
[Review and Confirm](#)

Disability
[Race](#)
[Gender](#)
[LEP Status](#)
[Expulsion With / Without Disability](#)

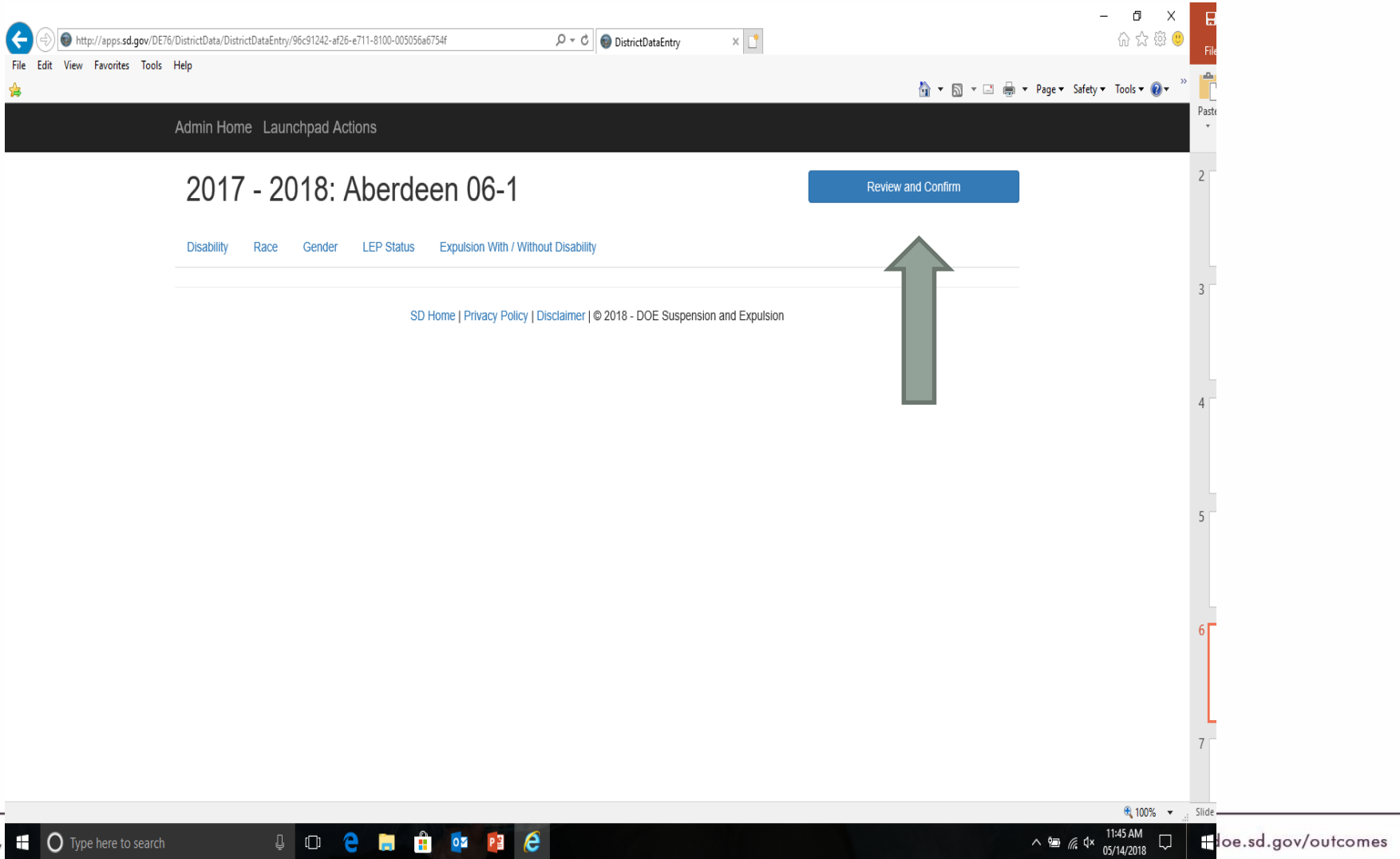
Disability Breakdown: 2017 - 2018

Disability	1. "Big 3 Removals Only" Removals to an Interim Alternative Educational Setting by School Personnel				2. Hearing Officer	3. Out-Of-School		4. In-School		5. Disciplinary		
	1A. Children Unilaterally Removed	1B. Incidents Involving Drugs	1C. Incidents Involving Weapons	1D. Incidents Involving Bodily Injury		2A. Children Removed to an Interim Alternative Education Setting Based on a Hearing Officer Determination	3A. Children With Out-Of-School Suspensions or Expulsions Totaling <= 10 Days	3B. Children With Out-Of-School Suspensions or Expulsions Totaling > 10 Days	4A. Children With In-School Suspensions Totaling <= 10 Days	4B. Children With In-School Suspensions Totaling > 10 Days	5B. Children Removed for a Total of 1 Day	5C. Children Removed for a Total of 2-10 Days
Children With Disabilities Ages 3-21												
1. Intellectual Disability						1				1		
2. Hearing Impairments												
3. Speech of Language Impairments												
4. Visual Impairments												
5. Emotional Disturbance												
6. Orthopedic Impairments												
7. Other Health												

Children Removed for a Total of 1 Day: report any child whose cumulative length of removal during the school year totaled no more than 1 days.

Example: a child who was suspended two times for a half day each during the school year (a total of 1 day only) should be reported only once under 'Number of Children Removed for a Total of 1 Day'.

When You Finish Click Review and Confirm



The screenshot displays a web browser window with the URL <http://apps.sd.gov/DE76/DistrictData/DistrictDataEntry/96c91242-af26-e711-8100-005056a6754f>. The browser's address bar shows the page title "DistrictDataEntry". The application interface includes a navigation bar with "Admin Home" and "Launchpad Actions". The main content area displays "2017 - 2018: Aberdeen 06-1" and a blue button labeled "Review and Confirm". Below this, there are tabs for "Disability", "Race", "Gender", "LEP Status", and "Expulsion With / Without Disability". A large green arrow points upwards towards the "Review and Confirm" button. The footer of the application contains the text "SD Home | Privacy Policy | Disclaimer | © 2018 - DOE Suspension and Expulsion". The Windows taskbar at the bottom shows the time as 11:45 AM on 05/14/2018, and the URL doe.sd.gov/outcomes is visible in the bottom right corner.

If all your data is correct you will get this page

[Home](#)
[Edit](#)
[View](#)
[Favorites](#)
[Tools](#)
[Help](#)

[http://apps.ad.gov/DETS/Content/StudentSignOff.html?selected=9631342-af28-4f31-8100-005556647548](#)
[Print](#)
[Close](#)

[Page](#)
[Safety](#)
[Tools](#)

[Admin Home](#)
[Launchpad Actions](#)

Admin Sign-Off

Disability	1. "Big 3 Removals Only" Removals to an Interim Alternative Educational Setting by School Personnel				2. Hearing Officer	3. Out-Of-School		4. In-School		5. Disciplinary			
	1A. Children Unilaterally Removed	1B. Incidents Involving Drugs	1C. Incidents Involving Weapons	1D. Incidents Involving Bodily Injury		3A. Children With Out- Of-School Suspensions or Expulsions Totalling <= 10 Days	3B. Children With Out- Of-School Suspensions or Expulsions Totalling > 10 Days	4A. Children With In-School Suspensions Totalling <= 10 Days	4B. Children With In-School Suspensions Totalling > 10 Days	5A. Total Removals	5B. Children Removed for a Total of 1 Day	5C. Children Removed for a Total of 2-10 Days	5D. Children Removed for a Total of > 10 Days
1. Intellectual Disability	0	0	0	0	0	0	1	2	0	3	2	0	1
2. Hearing Impairments	0	0	0	0	0	0	0	0	0	0	0	0	0
3. Speech or Language Impairments	0	0	0	0	0	0	0	0	0	0	0	0	0
4. Visual Impairments	0	0	0	0	0	0	0	0	0	0	0	0	0
5. Emotional Disturbance	0	0	0	0	0	0	0	0	0	0	0	0	0
6. Orthopedic Impairments	0	0	0	0	0	0	0	0	0	0	0	0	0
7. Other Health Impairments	0	0	0	0	0	0	0	0	0	0	0	0	0
8. Specific Learning	0	0	0	0	0	0	0	0	0	0	0	0	0

[Google Chrome](#)
[Internet Explorer](#)
[Microsoft Edge](#)

[100%](#)

<http://apps.doe.gov/Dev/Protect/ProtectSignOff/index?DistrictID=96c1f242-af26-4711-8100-05056af754f>

[File](#)
[Edit](#)
[View](#)
[Favorites](#)
[Tools](#)
[Help](#)

[Page](#)
[Safety](#)
[Tools](#)

Admin Home

Launchpad Actions

LEP Status	1. "Big 3 Removals Only" Removals to an Interim Alternative Educational Setting by School Personnel				2. Hearing Officer	3. Out-Of-School		4. In-School		5. Disciplinary			
LEP Status	1A. Children Unilaterally Removed	1B. Incidents Involving Drugs	1C. Incidents Involving Weapons	1D. Incidents Involving Bodily Injury	2A. Children Removed to an Interim Alternative Education Setting Based on a Hearing Officer Determination	3A. Children With Out- Of-School Suspensions or Expulsions Totalling ≤ 10 Days	3B. Children With Out- Of-School Suspensions or Expulsions Totalling > 10 Days	4A. Children With In- School Suspensions Totalling ≤ 10 Days	4B. Children With In- School Suspensions Totalling > 10 Days	5A. Total Removals	5B. Children Removed for a Total of 1 Day	5C. Children Removed for a Total of 2-10 Days	5D. Children Removed for a Total of > 10 Days
1. Yes	0	0	0	0	0	0	1	2	0	3	2	0	1
2. No	0	0	0	0	0	0	0	0	0	0	0	0	0
Calculated Totals	0	0	0	0	0	0	1	2	0	3	2	0	1

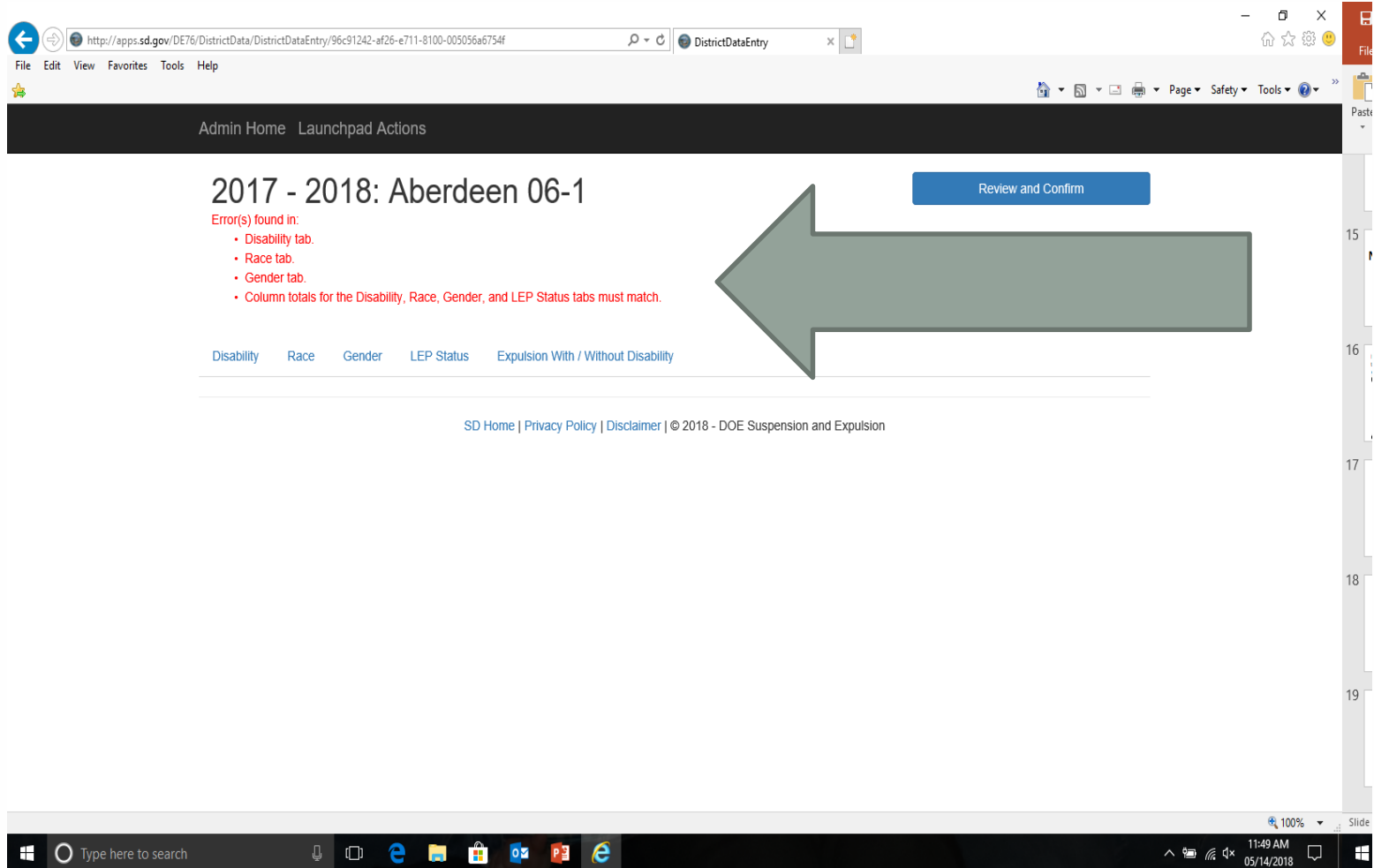
6. Children Subject to Expulsion			
Expulsion With / Without Disability		6A. Children That Received Educational Services During Expulsion	6B. Children That Did Not Receive Educational Services During Expulsion
1. Children With Disabilities Ages 3-21		0	0
2. Children Without Disabilities Grades K-12		0	0
Calculated Totals		0	0

Confirm That This Data is Correct

Make Changes

[SD Home](#) |
[Privacy Policy](#) |
[Disclaimer](#) |
 © 2018 - DOE Suspension and Expulsion

If Your Data is Not Correct You Will Get Red Error Messages



The screenshot shows a web browser window with the URL <http://apps.sd.gov/DE76/DistrictData/DistrictDataEntry/96c91242-af26-e711-8100-005056a6754f>. The page title is "DistrictDataEntry". The main content area displays "2017 - 2018: Aberdeen 06-1" and a "Review and Confirm" button. Below this, a red error message states: "Error(s) found in:" followed by a list of errors: "Disability tab.", "Race tab.", "Gender tab.", and "Column totals for the Disability, Race, Gender, and LEP Status tabs must match." A large green arrow points from the "Review and Confirm" button towards the error messages. Below the error messages, there are tabs for "Disability", "Race", "Gender", "LEP Status", and "Expulsion With / Without Disability". The footer of the page includes links for "SD Home", "Privacy Policy", and "Disclaimer", and a copyright notice for "© 2018 - DOE Suspension and Expulsion".

Admin Home Launchpad Actions

2017 - 2018: Aberdeen 06-1

Review and Confirm

Error(s) found in:

- Disability tab.
- Race tab.
- Gender tab.
- Column totals for the Disability, Race, Gender, and LEP Status tabs must match.

Disability Race Gender LEP Status Expulsion With / Without Disability

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Each Tab Will Have Instructions on What Needs to be Fixed and Highlighted Columns

[Admin Home](#) | [Launchpad Actions](#)

[Disability](#) | [Race](#) | [Gender](#) | [LEP Status](#) | [Expulsion With / Without Disability](#)

Disability Breakdown: 2017 - 2018

Errors:

- 1. Intellectual Disability: 5A must be greater than 0 if any other field is greater than 0.
- 1. Intellectual Disability: 5A must be greater than or equal to the total of 5B, 5C, and 5D.
- 1. Intellectual Disability: 5A must be greater or equal to the total of 3A, 3B, 4A, and 4B.

Disability	1. "Big 3 Removals Only" Removals to an Interim Alternative Educational Setting by School Personnel				2. Hearing Officer	3. Out-Of-School		4. In-School		5. Disciplinary			
Children With Disabilities Ages 3-21	1A. Children Unilaterally Removed	1B. Incidents Involving Drugs	1C. Incidents Involving Weapons	1D. Incidents Involving Bodily Injury	2A. Children Removed to an Interim Alternative Education Setting Based on a Hearing Officer Determination	3A. Children With Out-Of- School Suspensions or Expulsions Totaling <= 10 Days	3B. Children With Out-Of- School Suspensions or Expulsions Totaling > 10 Days	4A. Children With In-School Suspensions Totaling <= 10 Days	4B. Children With In-School Suspensions Totaling > 10 Days	5A. Total Removals	5B. Children Removed for a Total of 1 Day	5C. Children Removed for a Total of 2-10 Days	5D. Children Removed for a Total of > 10 Days
1. Intellectual Disability						3	4					3	3
2. Hearing Impairments													
3. Speech of Language Impairments													
4. Visual Impairments													

100% | Slide 18 | 11:54 AM 05/14/2018 | doe.sd.gov/outcomes

Common Errors You May Encounter

**Not having
enough “Total
Removals”
in column 5A**

2017 - 2018: Aberdeen 06-1

Review and Confirm

Disability
Race
Gender
LEP Status
Expulsion With / Without Disability

Disability Breakdown: 2017 - 2018

Disability	1. "Big 3 Removals Only" Removals to an Interim Alternative Educational Setting by School Personnel				2. Hearing Officer	3. Out-Of-School		4. In-School		5. Disciplinary			
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Children With Disabilities Ages 3-21													
1. Intellectual Disability						1		1		1	1		
2. Hearing Impairments													
3. Speech of Language Impairments													
4. Visual Impairments													
5. Emotional Disturbance													
6. Orthopedic Impairments													

Because you have one student with OSS and one with ISS, you need to have at least 2 total removals. Even if this is the same student!

Common Errors You May Encounter

Using columns

1A-1D

incorrectly

Only enter information in **1A-1D** if you have students who have been removed to an **alternative educational setting for drugs, weapons or serious bodily injury**

[http://apps.sd.gov/DE76/DistrictData/DistrictDataEntry/96c91242-af26-e711-8100-005056a6754f](#)
 DistrictDataEntry

File Edit View Favorites Tools Help

Page Safety Tools

Admin Home Launchpad Actions

Disability Breakdown: 2017 - 2018

Disability	1. "Big 3 Removals Only" Removals to an Interim Alternative Educational Setting by School Personnel				2. Hearing Officer	3. Out-Of-School		4. In-School		5. Disciplinary			
	1A. Children Unilaterally Removed	1B. Incidents Involving Drugs	1C. Incidents Involving Weapons	1D. Incidents Involving Bodily Injury		3A. Children With Out-Of- School Suspensions or Expulsions Totaling <= 10 Days	3B. Children With Out-Of- School Suspensions or Expulsions Totaling > 10 Days	4A. Children With In-School Suspensions Totaling <= 10 Days	4B. Children With In-School Suspensions Totaling > 10 Days	5A. Total Removals	5B. Children Removed for a Total of 1 Day	5C. Children Removed for a Total of 2-10 Days	5D. Children Removed for a Total of > 10 Days
1. Intellectual Disability										3	3		
2. Hearing Impairments													
3. Speech of Language Impairments													
4. Visual Impairments													
5. Emotional Disturbance													
6. Orthopedic Impairments													
7. Other Health Impairments													
8. Specific Learning Disabilities													
9. Deaf/Blindness													

If you don't
have students
removed to
an alternative
educational
setting for
"Big 3" do not
use these
columns

College, Co

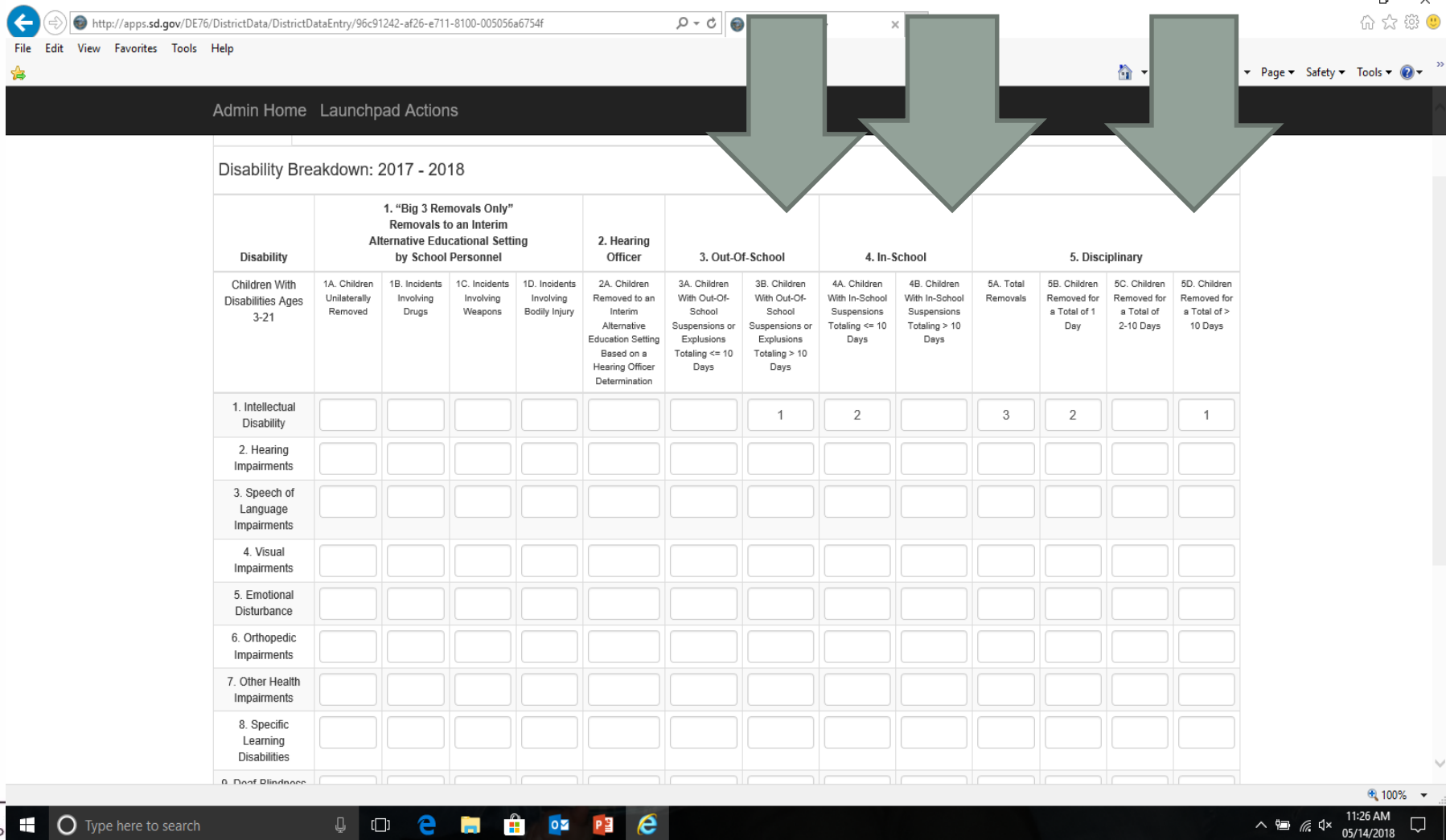
Type here to search

11:20 AM 05/14/2018

outcomes

Common Errors You May Encounter
**Not reporting students
who have been
suspended for >10 days
of OSS or ISS correctly in
column 5D**

If you have a student reported in 3B or 4B for greater than 10 days, they need to be reported in 5D



Admin Home Launchpad Actions

Disability Breakdown: 2017 - 2018

Disability	1. "Big 3 Removals Only" Removals to an Interim Alternative Educational Setting by School Personnel				2. Hearing Officer	3. Out-Of-School		4. In-School		5. Disciplinary			
	1A. Children Unilaterally Removed	1B. Incidents Involving Drugs	1C. Incidents Involving Weapons	1D. Incidents Involving Bodily Injury		2A. Children Removed to an Interim Alternative Education Setting Based on a Hearing Officer Determination	3A. Children With Out-Of- School Suspensions or Expulsions Totalling <= 10 Days	3B. Children With Out-Of- School Suspensions or Expulsions Totalling > 10 Days	4A. Children With In-School Suspensions Totalling <= 10 Days	4B. Children With In-School Suspensions Totalling > 10 Days	5A. Total Removals	5B. Children Removed for a Total of 1 Day	5C. Children Removed for a Total of 2-10 Days
Children With Disabilities Ages 3-21													
1. Intellectual Disability							1	2		3	2		1
2. Hearing Impairments													
3. Speech of Language Impairments													
4. Visual Impairments													
5. Emotional Disturbance													
6. Orthopedic Impairments													
7. Other Health Impairments													
8. Specific Learning Disabilities													
9. Deaf Blindness													

100%

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Common Errors You May Encounter

Totals not matching

[illegible]


http://apps.cd.gov/DistrictData/DistrictDataEntry/96c91242-af26-4711-8100-005056a6754f DistrictDataEntry

File Edit View Favorites Tools Help

Admin Home Launchpad Actions

Race	1. "Big 3 Removals Only" Removals to an Interim Alternative Educational Setting by School Personnel				2. Hearing Officer	3. Out-Of-School		4. In-School		5. Disciplinary			
	14. Children Unlawfully Removed	16. Incidents Involving Drugs	17. Incidents Involving Weapons	18. Incidents Involving Bodily Injury		24. Children Removed to an Interim Alternative Education Setting Based on a Hearing Officer Determination	26. Children With Out-Of- School Suspensions or Expulsions Totalling <= 10 Days	28. Children With Out-Of- School Suspensions or Expulsions Totalling > 10 Days	44. Children With In-School Suspensions Totalling <= 10 Days	46. Children With In-School Suspensions Totalling > 10 Days	5A. Total Removals	5B. Children Removed for a Total of 1 Day	5C. Children Removed for a Total of 2-10 Days
1. Hispanic / Latino						3	3			5		5	
2. American Indian or Alaska Native													
3. Asian													
4. Black or African American													
5. Native Hawaiian or Other Pacific Islander													
6. White													
7. Two or More Races													
Totals	0	0	0	0	0	3	3	0	0	5	0	5	0

Totals do not match



Admin Home Launchpad Actions

2017 - 2018: Aberdeen 06-1

Error(s) found in:

- Column totals for the Disability, Race, Gender, and LEP Status tabs must match.

[Disability](#) [Race](#) [Gender](#) [LEP Status](#) [Expulsion With / Without Disability](#)

[Confirm](#)

[SD Home](#) | [Privacy Policy](#) | [Disclaimer](#) | © 2018 - DOE Suspension and Expulsion

Other Information

- You will not need to put zeros in
- If you have no suspension you can click review and confirm
- <http://doe.sd.gov/sped/SPP.aspx>
- Please have all data submitted by June 30
- Contact Becky Cain at Rebecca.cain@state.sd.us or 280-3568

DATA

Indicator 14 – Appendix A

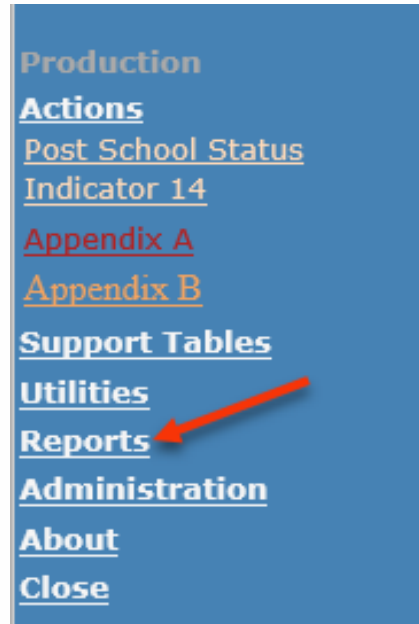
Students that have graduated, aged out or dropped out this year (2018).

Two Options

- **April – June:**
 - Districts **may** enter student data
 - If you decide to enter data, you will need **enter all the data** (in Appendix A)
 - Demographic information
 - Part 2 data (IEP specific information)
 - Contact information for a family member or friend
- **August through September:**
 - Check demographic information
 - District will only need to enter Part 2 data and Family Contact Info
 - Does not override what districts have already put in
 - Final validation completed in Oct 1, 2018
- <https://apps.sd.gov/DP42LaunchPad/Logon.aspx>

Ind 14- Appendix A

- Report to check completeness of information entered



District Short Report	63	F
Districts with Incomplete Appendix A Data		I
		C

ACCOUNTABILITY

5-Year Accountability Calendar

- Posted to the website

<http://doe.sd.gov/sped/accountability.aspx>

- 2018-2019 District notification

IEP Workshops

- August – September 2018
- 3-day format, pick and choose
 - Day 1: IEP Back to Basics (Full Day)
 - Day 2: IEP Advanced (2 Half-Day, Repeat)
 - Day 3: Transition (Full Day)
- Register on the DOE PD page

<https://southdakota.gosignmeup.com/Public/Course/Browse>

Parent Surveys

- Distribution at Joint Conference (August)
- Requesting more impacts response rate

Numerator= number returned by families

Denominator = number supplied to the district

$50/100 = 50\%$ response rate

$50/140 = 36\%$ response rate

Next Sped Directors LiveMeeting

August 21, 2018

10:00am CST